ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED002638	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED:
Promising Practices in Summer Schools Serving The Children of Seasonal Agricultural Workers - 1963

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Division of Instruction Bureau of Elementary Education, California State Department of Education
CITY, STATE Sacramento, Calif.

9. PUBLISHER OR SOURCE Division of Instruction Bureau of Elementary Education, Calif. State Department of Education Sacramento, California

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	3/64	6

TELE. EXT.
INST/LOC CODE

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

summer programs	disadvantaged youth			
migrant children	summer schools			
special education	curriculum			

17. ABSTRACT (MAX. 250 WORDS) Special features of five summer school programs for children of migrant workers were presented.

The Ceres Elementary School District gave junior high school level woodworking classes to fifth and sixth grade girls. Instruction in cooking and sewing was enthusiastically received by third and fourth grade girls but did not appeal to older girls. A prehigh school personal typing course was given to older boys and girls. Instrumental music classes included regular band instruction and piano lessons. Remedial and grade level work was also offered.

The Earlimart Elementary School District program had a club or activity period of 45 minutes that was scheduled daily for all children. Clubs were devoted to books, science, mathematics, crafts, Spanish, French, and music. The summer school culminated with a program for parents and an exhibit of the students' work.

The Imperial Unified School District held classes in conversational English for 25 children between six and eleven years of age. The program was designed to broaden oral vocabulary, but it also aimed at strengthening listening skills, encouraging the sharing of experiences and ideas, and giving opportunities for musical and artistic expression.

The three districts of Coalinga-Huron, Westside, and Oil King cooperatively sponsored a five week program. Pupils in the elementary school summer program were allowed to swim in the high school pool that was made available and staffed by the recreation department. Resources from the various schools were utilized in the science program so that the children had access to all types of audiovisual materials, equipment for experiments, and books.

The Sanger Union School District offered classes in reading comprehension and speed-reading, instrumental music, new math, swimming, the emerging nations of Africa, vocal music, arts and crafts, science, and English.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

attached. RL.

10/64

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa

MAX RAFFERTY
Superintendent of
Public Instruction
and Director of Education

RICHARD M. CLOWES
Associate Superintendent
of Public Instruction and
Chief, Division of Instruction

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Sacramento, California 95814

Division of Instruction
Bureau of Elementary Education
Helen Heffernan, Chief
March, 1964

ED002638

PROMISING PRACTICES IN SUMMER SCHOOLS SERVING THE CHILDREN OF SEASONAL AGRICULTURAL WORKERS - 1963

The education of the children whose parents work in the crops has long been a concern of responsible educators, and much has been done to improve opportunies for them. Attendance at summer school is one way of helping these children make up for lost time in the basic skills and of extending their experiences so that the school activities are vital and meaningful.

The problems of providing summer school experiences are serious. Lack of transportation, the seeming indifference of children and parents, and the fact that the migrants are not in the area at the time summer school is held, are problems frequently mentioned. Transportation costs must be borne by the local districts, but many have found it possible to provide this service. Observations indicate that many parents are eager to have their children take advantage of summer school opportunities. Special effort on the part of members of school staffs and help from workers in volunteer agencies who are well acquainted in the camps, have proved effective in recruiting children for attendance. Special summer schools can be scheduled at the time the migrants are in the area. Even if the children are in the district only during the summer and attend school elsewhere during the school year, the responsibility for their education is one which should be shared. The cost of not educating them will certainly be borne by the entire State and nation.

On the pages which follow descriptions of five summer programs are presented. In addition to the special features described, all districts scheduled classes in the basic skills planned to meet the needs of the girls and boys on an individual basis.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa

J0565

ED002638

Highlights of the Summer Program

Reports of summer school programs carried on in five districts are presented in the following sections.

Ceres Elementary School District[1]

Woodshop for Girls. In the summer of 1963, approximately 35 girls from grades five and six were given activities of the sort usually presented in a beginning woodshop class of a junior high school. The girls enjoyed the wood lathe work especially and seemed to profit greatly from the course. Classes were small — about 15 to a group.

Home Economics. Instruction was given in both cooking and sewing. The class did not appeal to girls in the upper grades because it duplicated to some extent, activities presented to them in the regular program. However, about 90 girls from grades three and four were enthusiastic in their enjoyment.

Personal Typing. A group of older girls and boys were given the opportunity to learn to operate a typewriter correctly before going on to the high school. This course has been successfully presented for several years.

Instrumental Music. Regular band instruction is offered in summer school. Because of the capabilities of the staff, piano lessons have also been offered for the last three or four years. During the 1963 summer session, 70 girls and boys were given the opportunity to take piano lessons, and some have continued their study during the regular school year.

Other Comments. Remedial and grade level work is also offered in the summer school.

No record is kept of the number of children in these classes who are migrants, but many of the children come and go throughout the summer as well as during the regular school year.

Earlimart Elementary School District[2]

Activity Periods. In 1963, the district carried on a summer school program which had an average daily attendance of 287 pupils. Transportation was provided for pupils who lived more than a mile from the school. Reading, arithmetic and language were stressed.

In addition, since all work and no play presents a dull picture, a club or activity period of 45 minutes was scheduled daily for all children. Observation had shown that many summer classes were strictly remedial and

---

[1]Reported by Herndon Carroll Ray, Superintendent, Ceres Elementary Schools.

[2]Reported by Mrs. Imogene Peel, Curriculum Co-ordinator, Earlimart Elementary Schools.

lacked fun experiences, so the children were permitted to select the club program they thought they would most enjoy. Clubs devoted to Books, Science, Mathematics, Crafts, Spanish, French and Music were established. The children enrolled in each club with the exception of the Music Club, were divided into three sections according to chronological age. Members of the Science Club worked on individual projects; the Mathematics Club members devoted their time to puzzles and games for enrichment and enjoyment; weaving, knitting, sewing, and work with plastics were activities of the Crafts Club. The Music Club was not divided into sections but formed a school chorus. A popular part of each day's activities was called the Ice-Cream Break. Summers are warm in Earlimart!

Culmination Program. The summer school ended with an exhibit of the children's work and a program for the parents. Children enrolled in the Spanish Club served tortillas and frijoles and members of the Music Club performed. Boys and girls who had had perfect attendance for the entire six weeks received certificates. This program provided an opportunity for teachers, pupils and parents to share a pleasant occasion.

Imperial Unified School District[1]

Class in Conversational English. Staff members recognize that some children enrolled in the district are disadvantaged linguistically as well as socially and economically. Since the schools are responsible for the maximum intellectual development of each child, educators can ill afford to ignore these facts. They do not wish the Spanish-speaking children to relinquish their mother tongue, but they do want them to learn English at a level of competency which will enable them to attain academic success in the classroom.

In 1963, a summer school class in conversational English enrolled 25 girls and boys, ranging in age from 6 years,1 month to 11 years and 3 months. The class was ungraded. It met for a period of four weeks and attendance was excellent. The children came from kindergarten through grade four and were selected on the basis of the following criteria:

Parental consent
Child's environmental history
Previous teacher's recommendation
Child's social adjustment and academic history with consideration given the relationship of low achievement and high ability

Fifty-six percent of these children were born in Mexico and the remainder came from various parts of California, Arizona and Texas.

The program was designed generally to broaden oral vocabulary. Instruction was offered utilizing the audio-lingual approach to learning. The vocabulary developed was concerned generally with helping children communicate in the following areas: routines of school, playground activities,

[1]Reported by Robert J. O'Neill, Principal, Ben Hulse Elementary School, Imperial.

cleanliness and grooming, first aid, work period, songs and rhythms, rest periods, conversation about themselves and the like. Since it was recognized, however, that these children had basic needs not unique to their group other aims received attention as follows:

Listening skills were strengthened
Experiences and ideas were shared
Opportunities for musical and artistic expression were given

Most of the material used was teacher prepared, but helpful aid was gained from Fresno County's "Teaching Children Who Move With the Crops."[1]

Of the original twenty-five children, six are no longer in the district. Those who remain have been placed in regular classrooms and offered additional instruction in English as a second language. Of special interest is the fact that a majority of the parents of these children are presently taking advantage of the evening adult education classes in English.

The summer school experience afforded the opportunity of helping these children become an integral part of regular classroom activities. Teachers have reported that the children seem relatively more secure and willing to become active participants in classroom activities than in former years. Objective data indicates significant progress in achievement for some of the children.

Recommendations for Future Programs. The following recommendations and observations were offered by the instructor:

Recognize the great variability among these children.
Realize that the children are shy, sensitive and afraid to make mistakes.
Place older and younger children in separate classes.
Provide twenty minutes of English instruction, augmenting regular classroom work during the school year.
Keep classes small
Encourage the teacher to be especially enthusiastic.

Coalinga-Huron, Westside and Oil King[2]

Cooperating with the Neighbors. Three districts, Oil King, Westside and Coalinga-Huron cooperated in offering the five week program with Coalinga-Huron furnishing the facilities and direction. An attempt was made to use teachers from all three districts in order to stimulate interest as well as broaden experiences for teachers as well as the children.

The grades covered were two through five — 1962-63 classification. Second and third grades were organized as self-contained units whereas fourth and fifth were departmentalized.

Transportation for Westside and Oil King pupils was furnished by these districts, whereas Huron children were transported by the Coalinga-Huron District. No transportation was offered children in the town of Coalinga.

---

[1]Educational Program for Migrant Children, Helen Cowan Wood, Director, Teaching Children Who Move With the Crops. Fresno, California: Fresno County Schools, 1955.

[2]Reported by James Daniel, Principal, Dawson Elementary School, Coalinga Elementary School District.

School authorities made certain that each community desired the program even though it meant added expense. The Coalinga-Huron District, supplemented State Aid with approximately $5,000.00 from its local budget.

Factors Contributing to the Success of the Program. The cooperation and personal interest received from both principals and teachers at Oil King, Westside, Huron and Coalinga were outstanding and began prior to the end of the regular school term, thereby giving ample opportunity to discuss the program on a personal basis with many pupils. Since representative teachers were hired from all districts and contracts were made in advance this also added to personal interest.

Extended efforts were made to familiarize all teachers, children and parents with curricular offerings prior to the close of the regular school term. Preregistration was made on a personal basis with complete understanding as to what was involved, how subjects were to be taught, who was to teach and what arrangements would be made for transportation.

Comfortable air-conditioned facilities were made available. Adequate transportation from the outlying areas was provided and advertised in advance. Routes were clearly established including times of arrivals and departures. This was done prior to the end of the school term.

Children and teachers were advised in advance that summer school was to be an enjoyable as well as an interesting and profitable experience. Formality of dress, was sacrificed for informal, comfortable, reasonable attire and a relaxed atmosphere was advocated. Teachers and children were released from the tension of giving and receiving formal grades as an evaluation technique. Personal letters were written by pupils to their parents instead of having teachers present formal report cards.

Classes were kept small and heterogenous grouping prevailed. Consideration was given to the values to be received from mixing children from different locales as well as from different socio-economic levels. Teachers were given much freedom in making their lesson plans and were given assurances that they would receive generous supplies of materials and equipment.

A library with a fully credentialed librarian was made accessible.

Special Features of the Program. Pupils in the summer program of the elementary school were permitted to swim in the high school pool which had been made available to the recreation department. The recreation department also furnished supervisors and instructors to assist the school staff. All children and all ages from grade two and above participated. For those who because of some physical reason were unable to swim, a regular physical education program was maintained at school for one hour daily.

The science program was also of great interest. All resources from the various schools were mobilized for the program. All types of audio-visual materials, all types of simple equipment for conducting experiments, many microscopes and micro-projectors, as well as an outstanding collection of books relating to science were made available. The instructor was asked to concentrate on helping the children use the equipment for experimentation and research. He planned well and the course was highly successful.

Sanger Union School District[1]

The Children. The district enrolls many children in summer school from families who work in the fields. More and more of these in this area must be classified as farm labor families — fewer each year "follow the crops." However, some of the truly transient group are still enrolled.

Children of these groups generally fall into all of the achievement ranges but the greater number are either educationally, lingually, or otherwise handicapped. These are given remedial work in the summer school program. Those that are capable are placed in the enrichment offerings.

Classes Offered in Previous Years. A course to develop speed and comprehension in reading has utilized a wide assortment of teaching aids. The program in instrumental music has been growing steadily in participation each year. The new concepts in mathematics have been introduced. A recreational and instructional program in swimming has been popular. A study of the Emerging Nations of Africa has been offered. Classes have also been presented in vocal music, arts and crafts, science and English.

Plans for the 1964 Summer Session. On several occasions interest surveys have been made among our capable pupils — both during the regular school year and at the culmination of summer school. These surveys have indicated an overwhelming preference for science. It is for this reason that plans are being made for a special science program for this coming summer.

The plan is to bring in a science specialist to teach a class on the earth sciences. This science program will be matched by a class in modern mathematics taught by a local administrator who has completed two study sessions under the provisions of the National Defense Education Act. These classes should develop experiences of high quality and great challenge for the pupils. Appropriate study trips will also be scheduled.

A plan for an in-service education course (Physical Science 350, Fresno State College Extension) will be coordinated with this program. Teachers enrolling in the course will observe classroom activities in the mornings. In the afternoons, the same science specialist who teaches the children will provide science instruction for the teachers. It is anticipated that these experiences will be of great value to teachers in the regular science program throughout the school year.

---

[1]Reported by R. T. Argleben, Director of Elementary Education, Sanger Union School District.